
6F

Action

Professional Services Committee

Induction Program Review

Executive Summary: This item provides information on the review process for all Commission-approved Induction Programs, including a discussion of the 28 reviews that took place this spring and the plan for ongoing Induction Program Review. The action part of this item presents the report from a focused Induction Program Review of the Fresno Unified School District BTSA Induction Program, along with a staff recommendation related to the approval status of the Fresno Unified BTSA Induction Program.

Recommended Action: To adopt the staff recommendation concerning the Fresno Unified School District BTSA Induction Program.

Presenters: Teri Clark, Administrator, Professional Services Division and Sarah Solari, Consultant, Professional Development Division, California Department of Education.

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.

June 2007

Induction Program Review

Introduction

This agenda item is structured in two parts. The first part of the agenda item provides an overview of the Induction Program Review (IPR) process that began in 2006-07 with 28 of the approved BTSA Induction Programs. The second part of this agenda item presents a report of the focused IPR visit to Fresno Unified School District's (FUSD) BTSA Induction program. The IPR report from the FUSD BTSA Induction Program is included with a recommendation from the site visit team regarding the approval status of the FUSD BTSA Induction Program.

Background

Education Code section 44279.1 established the statutory purposes of the statewide BTSA Induction Program, which include the following:

- Provide an effective transition into teaching for first-year and second-year teachers in California
- Improve the educational performance of pupils through improved training, information and assistance for new teachers
- Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse
- Ensure the professional success and retention of new teachers
- Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher
- Improve the rigor and consistency of individual teacher performance results
- Establish effective, coherent system of performance assessments that are based on the *California Standards for the Teaching Profession*
- Ensure an individual induction plan is in place for each participating new teacher and is based on an ongoing assessment of her/his development

The same statute also stipulates the responsibilities of the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) in relation to these eight statutory purposes for the program. The CTC and CDE are required to:

- Ensure continuous program improvement through ongoing research, development and evaluation
- Ensure that programs meet the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*
- Ensure that local programs support beginning teachers in meeting the competencies described in the *California Standards for the Teaching Profession*

- Develop and administer a system for ensuring teacher induction program quality and effectiveness
- Evaluate the effectiveness of the Beginning Teacher Support and Assessment System and report findings to the legislature

These provisions of the Education Code substantiate that the CTC and CDE are jointly responsible for evaluating teacher induction program quality and effectiveness in relation to the adopted standards for the purposes of ensuring continuous program improvement and reporting findings to the legislature.

To fulfill the requirements of law and ensure continuous funding for all eligible teachers, the CTC and CDE implement an ongoing system for evaluating teacher induction program quality that is based on the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. In the introduction to these standards, the CTC and CDE indicate that:

The standards are to be used holistically by local educators to design, implement and evaluate induction programs in California. Program evaluation methods and activities should be used to ascertain how well the standards are being implemented in each program.

In California, the standards define effective support and formative assessment practices for beginning teachers who have completed basic credential requirements. In this way, the induction program standards complement California's existing standards for preservice preparation and internship preparation programs.

Part 1: Overview of the Evaluation System for Induction Programs

The Five-Year BTSA Induction Program Evaluation Cycle Components

Annually each approved local education agency (LEA) is responsible for preparing analytical responses to selected BTSA Induction Program standards. Some of the data have been collected anecdotally or informally, through local program evaluation activities, while other data include Statewide BTSA survey reports and the results of more formal and systematic local evaluation activities. The BTSA Peer Program and Induction Program Review processes are data-driven, inquiry-based, and follow an internal-external-internal pattern of analysis.

The BTSA Induction program evaluation system follows a five-year cycle. Four years of Peer Program Review (PPR) are followed by an Induction Program Review (IPR). The components for PPR and IPR are standardized and consist of:

- A Program Abstract (data and overview of program context and characteristics).
- The program's current SB 2042 narrative that describes how each standard is implemented, organized by standard (required for IPR, optional for PPR).
- A Summary Narrative for PPR or a Program Implementation Reflection for IPR that allows the program director to capture successes and challenges of the program.

- A summary of results of state and local evaluation data relevant to each standard.
- Findings made by the external review team: formative findings and feedback for 5 standards in the PPR or summative findings for 20 standards/elements in the IPR.
- The program's response to the findings: Proposed Program Modifications and Action Plan(s).

The BTSA Peer Program Review

In PPR years, programs respond to five Induction Program standards in a self-study document. Two standards are selected by the BTSA State Leadership Team while the other three are selected by the program, based on an initial analysis of program data. The external phase of the review is conducted in collaboration with selected local BTSA program partners and is facilitated by Cluster Regional Directors (CRDs) or other trained facilitators. Activities address the self-study responses through the established PPR process, and partner programs document their findings. The subsequent synthesis phase processes those findings within the local context and results in proposed modification(s) and Action Plans for each standard reviewed. The entire process is documented in the BTSA Annual Improvement Plan (AIP) which is submitted to the CRDs and the BTSA Interagency Task Force.

The BTSA Induction Program Review

The BTSA IPR is an opportunity for BTSA Induction programs to be evaluated against each of the twenty SB 2042 *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards contain both standard statements (the "standard level") and required elements (the "element level") that further explicate the standard. During the process, a team of reviewers examines the program's SB 2042 updated narrative and multiple sources of data, including information collected from interviews of various stakeholder groups, and base their findings on the body of evidence collected during the review.

Of the 20 Induction Program Standards, eight are reviewed at the standard level and twelve are reviewed at the element level. The 20 Induction Program Standards contain a total of 126 elements. Twenty standards and 126 elements would be difficult for a review team to examine thoroughly in a four day visit; therefore, the BTSA State Task Force identified eight standards that would be reviewed at the holistic standard level and twelve standards that would be reviewed at the element level.

Each IPR team consists of a team lead and 3-4 review team members selected from a statewide pool of trained induction program leaders. Each year the State Leadership Team conducts standardized IPR training in regions across the state for IPR team leads and for IPR team members. The BTSA Induction State Leadership Team assigns a trained facilitator to each review.

The review team comes to an objective finding on whether or not each of the standards is met. This finding is determined by the extent to which the program's implementation is aligned to the adopted induction standards, based on the evidence collected and examined. Findings are documented and reported to program stakeholders and the BTSA State Leadership Team at the end of the review visit. For a standard to be met, all components of the standard must be met. If any aspect of a standard is not met, then the standard is deemed 'Not Met.'

As the next step the program generates an Action Plan for standards deemed 'Not Met' during the review. Action Plans are step-by-step plans outlining how a program intends to bring a standard to 'Met' status, including a timeline. If necessary, the remediation process may span more than one year, during which all standards that are 'Not Met' are the focus of the program improvement process and addressed in the AIP(s). When all standards are deemed 'Met' documentation is provided to the program for its IPR files and the BTSA Induction Task Force sends a letter documenting the fact that the program has met all twenty of the Induction Standards.

IPRs began in the 2006-07 year. All approved BTSA Programs have been assigned to one of the five years of the IPR cycle and will participate in IPR in the scheduled year. Twenty-eight BTSA Induction Programs completed IPRs this spring. In the years that a program does not participate in IPR, the PPR, as described above, is completed.

Follow up after the IPR Visit

The program director meets with the local program leadership team and develops an Action Plan for any Induction Standard that is not met. The purpose of the Action Plan is to bring the program to "Standard Met" status (which may take one or more years). The action plans are assembled into the Annual Improvement Plan and submitted to the CDE and CTC via the Cluster Regional Director annually.

If at any time, the program is deemed to be making no progress toward reaching "Standard Met" status, it is placed on a "Plan to Remedy" process and works closely with the CTC and CDE staff to meet the standard(s). A graphic detailing the possible IPR follow up scenarios is presented on the next page. If a program is not meeting the Induction Standards, and is not making progress toward meeting the standards, then the program's approval status as a credential program is in jeopardy.

Induction Program Review Findings (2007)

As described above, 28 IPRs were conducted between February and May 2007. If a program did not meet any portion of the standard, then the standard was found to be Not Met. With the 28 IPRs, there were a total of 560 standard findings: 435 of the standards (78%) were found to be fully met. One standard, *Professional Development Providers*, was found to be met in all 28 IPRs. Seven of the 28 BTSA Induction Programs met all of the adopted Induction Program Standards.

The 21 BTSA Induction programs that did not meet all standards and the CRDs have already begun working on Action Plans to address all standards that were not met. During the 2007-08 year, CRDs will provide technical assistance to support programs to meet the Induction Standards and programs will present evidence to the CRDs and the BTSA Task Force to demonstrate that the Induction Standard(s) has been met.

BTSA Induction Program Review Flowchart

Follow up to IPR

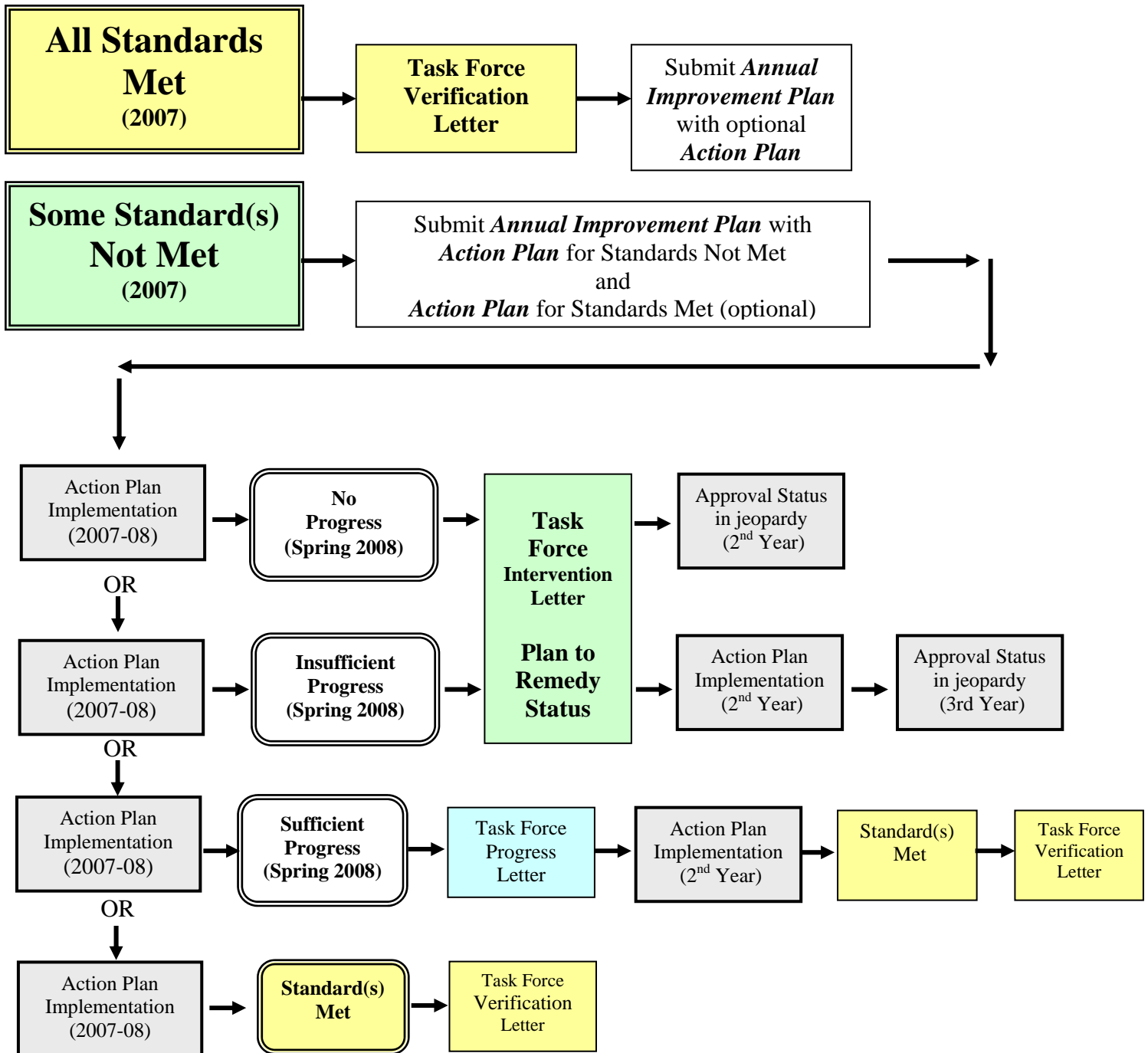


Table 1: BTSA Induction Program Review 2007
Standard Findings (M=Standard Met)

Program	Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total Met
101	Antioch	M	M	M	M		M		M		M		M	M		M						10
106	Elk Grove Unified	M	M	M		M	M	M	M	M	M		M	M	M	M	M	M	M	M	M	18
107	Fairfield/Suisun	M		M	M	M	M	M	M	M	M	M	M	M				M	M			14
109	Lodi	M	M	M	M	M	M	M	M	M	M				M	M		M		M		14
113	North State (Tehama COE)	M		M	M	M	M	M	M		M		M	M	M	M				M	M	14
209	Monterey COE	M	M	M	M	M	M	M	M		M	M	M	M	M	M		M	M	M	M	18
225	Santa Clara Unified	M		M	M	M	M	M	M	M	M		M	M								11
226	Santa Cruz New Teacher Project	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
228	Ventura COE	M	M	M		M	M		M	M	M	M		M	M	M	M	M	M	M	M	17
303	Clovis Unified	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M		M	18
304	Fresno COE	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
310	Madera Unified	M	M	M	M	M	M	M	M			M	M	M	M	M	M			M	M	16
317	Stanislaus COE	M	M	M	M	M	M	M		M	M	M		M	M	M	M		M	M	M	17
404	Bellflower	M	M	M	M	M	M	M			M				M							10
409	Glendale	M	M	M	M	M		M	M			M	M	M	M	M			M		M	14
411	Lawndale/Lennox/	M	M	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M		18
412	Long Beach Unified	M	M	M	M	M	M	M	M		M	M	M		M	M	M	M	M	M	M	18
423	Santa Clarita (Saugus Union)	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
432	Castaic	M	M	M	M	M		M	M				M	M	M	M	O	O	O	O	O	11
504	Capistrano	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
510	Grossmont Union High	M	M	M	M	M	M	M	M		M	M	M	M	M	M	M	M	M	M	M	19
512	LaMesa/Spring Valley	M	M	M	M	M	M	M	M	M	M	M			M	M	M	M	M	M	M	18
514	North Coastal	M	M	M	M	M		M	M			M	M	M		M			M			12
527	Tustin Unified			M	M	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	17
528	Saddleback Valley Unified	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
602	Chaffey		M	M	M	M		M	M		M					M						8
605	Etiwanda	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
614	San Bernardino City	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	20
Total Number of Standards Met		26	24	28	26	27	24	26	26	17	24	21	21	23	22	25	16	18	20	19	19	433
Total Number of Standards <u>Not</u> Met		2	4	0	2	1	4	2	2	11	4	7	7	5	6	3	11	9	7	8	8	78%

Italicized columns are standards reviewed at the element level

O=Standard not implemented yet and not reviewed during the IPR

As shown in Table 1 the standard findings varied across the 28 programs that completed an IPR this spring. Seven programs met all 20 standards (and all elements). A number of other programs met almost all the standards. A few programs have a number of program standards to address in their Annual Improvement Plan and are working with the CRDs to modify the program so that it meets all program standards. There is a process for programs to present evidence that shows the program meets the standard to the BTSA Induction State Leadership Team (the CRDs and the staff from the CDE and CTC that are assigned to the BTSA Task Force).

Standards Met Most Often

3: Professional Development Providers
5: Articulation with Teacher Preparation
1: Sponsorship
4: Evaluation
7: Coordination and Communication

Standards Not Met Most Often

9: Support Provider Professional Development
16: Using Technology to Support Student Learning
17: Equity, Diversity and Access to Curriculum
19: Teaching English Learners
20: Teaching Special Populations

All the Induction Program Standards that are in the 'Not Met Most Often' list are standards that were reviewed at the element level. If any element or any part of an element was found to be not met, then the full standard was not met. So clearly it is more difficult to meet standards that are reviewed at the element level.

As seen in Table 2, three of the standards reviewed at the element level were met quite frequently (percentage of the total elements reviewed that were met): Standard 13: *Formative Assessment Systems* (97.3%), Standard 6: *Advice and Assistance* (97.0%), and Standard 12: *Professional Development Based on an Individual Induction Plan* (94.6%).

Table 2: Standards Reviewed at the Element Level: Percentage of Standards NOT Met

Standard	Number of Elements	Total elements reviewed	Total times NOT Met	% NOT Met
6: Advice and Assistance	6	168	5	3.0 %
9: Support Provider Professional Development	5	140	15	10.7 %
11: Roles and Responsibilities of K-12 Schools	4	112	11	9.8 %
12: Professional Development Based on an Individual Induction Plan	6	168	9	5.4 %
13: Formative Assessment Systems	8	224	6	2.7 %
14: Completion of the Professional Teacher Induction Program	2	56	8	14.3 %
15: K-12 Core Academic Content and Subject Specific Pedagogy	8	216	19	8.8 %
16: Using Technology to Support Student Learning	7	189	25	13.2 %
17: Supporting Equity, Diversity and Access to the Core Curriculum	7	189	24	12.7 %

Standard	Number of Elements	Total elements reviewed	Total times NOT Met	% NOT Met
18: Creating a Supportive and Healthy Environment for Student Learning	7	189	24	12.7 %
19: Teaching English Learners	11	297	43	14.5 %
20: Teaching Special Populations	6	162	36	22.2 %

Other standards reviewed at the element level were identified above as some of the standards most frequently 'Not Met' (percentage of the total elements reviewed that were not met). Standard 20: *Teaching Special Populations* (22.2%), Standard 19: *Teaching English Learners* (14.5%), and Standard 14: *Completion of the Professional Teacher Induction Program* (14.3%). This information will guide the technical assistance activities that the CRDs and the BTSA Task Force plan for the 2007-2008 year.

Table 3, pages 9 and 10, provide information on how many of the elements were met for each of the 28 programs that participated in the IPR process in Spring 2007. Clearly there are a number of programs across the state with significant work to do in relation to the required Induction elements. During 2007-08, the CRDs will focus technical assistance on these programs to support them in meeting the required elements.

During the 2007-08 year, programs that have standards or elements they still must meet will modify their program and begin to collect evidence of effective implementation of the standard(s) or element(s). The program may submit the evidence to the BTSA State Induction Leadership Team at any time during the year and must submit evidence prior to the end of the 2007-08 year. If a program demonstrates that it meets a standard(s) or element(s), the BTSA State Induction Leadership Team will change the standard or element finding to Standard Met.

If a program is not making adequate progress toward meeting all Induction Standards, then the BTSA Induction State Leadership Team will follow the process as delineated on the IPR Follow-up Flowchart (page 5).

Table 3: Findings for Standards Reviewed at the Element Level
x = indicates that the element was NOT met

Pgm #	6						9					11				12						13								14		15									
	a	b	c	d	e	f	a	b	c	d	e	a	b	c	d	a	b	c	d	e	f	a	b	c	d	e	f	g	h	a	b	a	b	c	d	e	f	g	h		
101							x	x						x																x											
106												x		x	x																										
107																														x							x	x			
109															x							x																			
113											x			x																											
209							x	x	x																																
225															x															x	x					x					
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310								x																																	
317																				x																					
404							x	x										x	x					x		x									x						
409				x				x																																	
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602					x			x			x	x		x												x				x	x										
605																																									
614																																									
Totals	0	1	0	2	1	1	1	7	2	2	3	3	0	5	3	0	2	2	1	1	3	0	0	1	0	3	0	1	1	3	5	0	0	0	0	2	1	1	0		

Table 3: Findings for Standards Reviewed at the Element Level (*continued*)

x = indicates that the element was NOT met

Pgm #	16							17							18							19											20						77 Total
	a	b	c	d	e	f	g	a	b	c	d	e	f	g	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f								
101					x		x	x	x		x	x			x	x	x	x	x	x	x			x	x		x	x	x	x	x	26							
106																																3							
107			x		x		x																				x	x	x	x	x	15							
109							x													x							x			x	x	8							
113				x			x				x	x		x						x												8							
209							x																									4							
225					x		x		x		x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	34							
226																																0							
228																																1							
303																																6							
304																																0							
310												x				x		x		x												5							
317												x																				2							
404		x			x	x		x		x					x					x				x	x	x	x		x	x	x	25							
409											x	x	x	x																		7							
411																												x				5							
412																																2							
423																																0							
432	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	4							
504																																0							
510																																1							
512																																3							
514						x	x		x		x																x	x		x	x	18							
527					x		x																									2							
528																																0							
602					x						x	x			x	x		x		x					x	x			x	x	26								
605																																0							
614																																0							
Totals	0	1	1	2	6	1	8	2	3	1	5	8	2	4	4	3	2	4	3	6	2	2	6	5	6	4	4	3	3	2	4	4	3	7	5	7	6	8	205

Part 2: Fresno Unified BTSA Induction Program Review Report

The CRDs from Cluster 3 (Central Valley: Stockton to Bakersfield) expressed concerns to the BTSA Induction Interagency Task Force that the Fresno Unified School District (FUSD) BTSA Induction Program was not meeting the adopted BTSA Induction Standards in the 2004-05 year. Following direction from the Task Force, the CRDs met with program leadership to share the identified concerns. Two of the most serious concerns were the late matching of beginning teachers with consulting teachers and the three year limit placed by the program on teachers serving in leadership roles in the program. With a three year limit on individuals to serve as consulting teachers and/or program leaders, the program leadership is always trying to learn the basics of the program. Following the CRD intervention meeting, no significant modifications to the program were made. In January 2006, Judy Roberts (one of the two CRDs for Cluster 3) met with the new FUSD superintendent, Michael Hanson, to discuss the concerns. Ms. Roberts followed up the site visit with a letter in January 2006 listing the identified program concerns. In January 2006, a plan was developed to meet with the program leadership on a monthly basis to begin addressing the concerns. Some progress was made during the remainder of 2006 but then progress stalled.

In April 2007 a letter was sent to FUSD stating that a focused Induction Program Review visit would be held in May 2007. Dr. Lawrence Birch, Director of the Professional Services Division, CTC and Phil Lafontaine, Division Director for CDE's Professional Development Curriculum Support Division, collaborated on the letter and directed the BTSA Task Force to complete an IPR. Judy Roberts served as the facilitator for the IPR.

IPR Team Members

Commission on Teacher Credentialing	California Department of Education
Teri Clark, Administrator	Tom Lugo, Administrator
Jo Birdsell, Consultant	Ellen Jensen, Consultant
Karen Sacramento, Consultant	Sarah Solari, Consultant
	Ron Taylor, Consultant

The IPR began on Tuesday evening, May 22, when the team met to discuss the FUSD BTSA Induction Program Self Study document. On Wednesday morning, the team arrived at the FUSD PAR Building at 7:15 am and began interviewing site administrators. The team spent all day Wednesday and Thursday interviewing participating teachers, support providers (consulting teachers), program leadership, site administrators, advisory board members, district administrators, and the PAR panel. In addition the team reviewed program documentation and evidence of the professional development seminars, participating teacher work, and completion documentation.

On Friday, May 25, the team met initially with district superintendent Michael Hanson and then with the FUSD BTSA Induction Program Leadership to share the IPR team report. The report shows that one of the twenty Induction Program Standards is fully met: *Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy*. The other induction standards are not met. Table 3 below provides a summary of the IPR Report. A summary of the full report is attached as Appendix A.

Table 3: Summary of Fresno Unified BTSA Induction IPR Report

Standard 1: Sponsorship, Administration, and Leadership	Not Met
Standard 2: Resources	Not Met
Standard 3: Professional Development Providers	Not Met
Standard 4: Evaluation	Not Met
Standard 5: Articulation with Professional Teacher Preparation Programs	Not Met
<i>Standard 6: Advice and Assistance</i>	Not Met
Standard 7: Coordination and Communication	Not Met
Standard 8: Support Provider Selection and Assignment	Not Met
<i>Standard 9: Support Provider Professional Development</i>	Not Met
Standard 10: Program Design	Not Met
<i>Standard 11: Roles and Responsibilities of K-12 Schools</i>	Not Met
<i>Standard 12: Professional Development Based on an Individual Induction Plan</i>	Not Met
<i>Standard 13: Formative Assessment Systems</i>	Not Met
<i>Standard 14: Completion of the Professional Teacher Induction Program</i>	Not Met
<i>Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy</i>	Met
<i>Standard 16: Using Technology to Support Student Learning</i>	Not Met
<i>Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum</i>	Not Met
<i>Standard 18: Creating a Supportive and Healthy Environment for Student Learning</i>	Not Met
<i>Standard 19: Teaching English Learners</i>	Not Met
<i>Standard 20: Teaching Special Populations</i>	Not Met

Italicized standards were reviewed at the element level

The IPR team discussed the implications and consequences of either recommending removing approval of the Fresno Unified School District's BTSA Induction program or allowing the program to continue operating under state level sanctions with intense monitoring. The team discussed that with a district the size of Fresno Unified, incorporating the beginning teachers into another program, i.e. Fresno COE's BTSA Induction Program, would be quite complicated. The team was also concerned with providing continuity of services to those teachers who were already in the program, and with not disadvantaging the teachers working towards clearing their credential because of program issues.

The team was in consensus that the BTSA Induction program is providing support and benefit to some of the beginning teachers in Fresno Unified School District. There are a number of very dedicated and talented consulting teachers (support providers) working with the FUSD BTSA Induction Program. During the IPR it was shared by some participating teachers and/or program graduates that they did not believe they would still be in the teaching profession if it had not been for the consulting teacher who supported them as a part of the BTSA Induction program.

The one Induction Standard that the Fresno Unified School District BTSA Induction program standard met is *Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy*. Compelling evidence was collected and examined by the IPR team that the participating teachers in the FUSD BTSA Induction program are demonstrating the skills required by Program Standard 15. The fact that the participants have focused on the academic content standards and

subject specific pedagogy was an important factor in the discussion and assisted the team in deciding on the recommendation and proposed stipulations.

Options for Commission Action

The Commission on Teacher Credentialing approves all BTSA Induction Programs as educator preparation programs leading to the Clear Multiple or Single Subject Credential. The CTC, along with the CDE, has the responsibility to monitor the quality of all approved Induction Programs. The typical manner that educator preparation programs are monitored is through the Commission's accreditation system as it is implemented by the Committee on Accreditation (COA). However, Induction Programs have not yet been integrated into the accreditation system. The IPR process is a parallel process to an accreditation site visit and the same type of activities are completed during the visit. Therefore, this report is being presented to the Commission rather than the COA.

If a different type of educator preparation program were found to be out of compliance with a significant number of adopted program standards, the COA would discuss the site visit report, listen to the site visit team's recommended accreditation finding, and then make an accreditation decision for the educator preparation program. The Commission's accreditation system allows the COA to come to accreditation decisions of *Accreditation*, *Accreditation with Stipulations* or *Denial of Accreditation*. Within the finding of Accreditation with Stipulations, there are three levels of stipulations that a team may suggest: technical, substantive, and probationary. Stipulations are conditions that an educator preparation program must meet within a specified timeline or the program's accreditation will be revoked. Each level of stipulation is more serious and has implications for the preparation program operation.

The Commission originally approved induction programs and is therefore the body that would need to take action to modify the approval status of an induction program. The options available to the Commission are *Approving the Induction Program*, *Approving the Program with Stipulations (Technical, Substantive or Probationary)* or *Denial of Approval* for the Induction Program.

The IPR site visit team has made a recommendation to the Commission and has also provided draft stipulations for the Commission to consider applying to the Fresno Unified BTSA Induction Program. The IPR site visit team recommendation is for **Approval with Probationary Stipulations**.

The review team came to the conclusion that there are three major themes across all of the nineteen standards that were not met which are directly responsible for the FUSD BTSA Induction Program meeting only one program standard: 1) a lack of demonstrated knowledge and leadership in administering the FUSD BTSA Induction Program; 2) an inadequate or inappropriate process of selection, training and matching of support providers (consulting teachers); and 3) a lack of a process to monitor and document program activities and individual participants' progress toward meeting all requirements contained in the induction standards. If these three issues are addressed by the program, the program will be able to provide evidence toward meeting the Induction Standards.

The review team's analysis of the FUSD Induction Program led to the recommendation of Approval with Probationary Stipulations with a stringent timeline of program improvement. The rigid timeline provides the program a clear remediation plan within a defined time period. If the program does not meet the recommended stipulations within the stated timeline, program approval would be revoked at that time. An additional report is being prepared by the California Department of Education and will be provided as in agenda insert at the Commission meeting.

The team considered the issues within the Fresno Unified BTSA Induction Program and crafted stipulations that address the major program components that are currently not meeting the adopted standards.

Following are the recommended stipulations:

1. That by August 15, 2007, the Fresno Unified School District BTSA Induction Program be required to notify all current program participants and prospective program participants at the point of hire of its **Approval with Probationary Stipulations** status. Probationary approval status means that the program will not be able to recommend candidates for the clear credential if all stipulations are not rectified in a timely manner. The notification must be in writing and state that the program could lose CTC approval as an induction program if the Induction Program Review in Spring 2008 does not show significant improvement aligned with the Program's Plan to Remedy developed from the BTSA IPR Team findings from the May 2007 IPR or if the program fails to meet any of the interim dates as stated in the stipulations.
2. That by September 1, 2007, the Fresno Unified School District BTSA Induction Program provide by evidence of clear and effective program leadership pursuant to Induction Standards 1, 2, 5, and 10 of the BTSA Induction program.
3. That on a monthly basis, the Fresno Unified School District BTSA Induction Program provide to a member of the BTSA Induction State Leadership Team information on new hires including date of hire, and the date of the participating teacher and support provider match pursuant to Induction Standard 12.
4. That by January 1, 2008, the Fresno Unified School District BTSA Induction Program provide to a member of the BTSA Induction State Leadership Team evidence of an accurate and comprehensive system of monitoring all program participants and program activities. The monitoring system must ensure that all participating teachers complete all credential requirements pursuant to Induction Standards 12-20.
5. That the Fresno Unified School District BTSA Induction Program be required to provide evidence to a member of the BTSA Induction State Leadership Team substantiating each participant's completion of the Induction Program, pursuant to Induction Standard 14, prior to the Commission granting a Clear Multiple or Single Subject Credential until the program completes the Induction Program Review in Spring 2008.

6. That the Fresno Unified School District BTSA Induction Program provide evidence of meeting a majority of Induction Program Standards at an Induction Program Review to be conducted in Spring 2008.

Staff recommendation

Due to the fact that the Fresno Unified School District BTSA Induction Program met only one Induction Standard out of twenty, staff recommends that the Commission accept the program approval recommendation from the Induction Program Review team of **Approval with Probationary Stipulations**.

In addition, Commission staff recommends that the Commission adopt the site visit team's recommended stipulations after modifying the second stipulation and adding a seventh stipulation. The education code requires that a local education agency (LEA) sponsor the induction program and therefore the staff recommends that the leadership of the Fresno Unified School District's BTSA Induction Program must be under the supervision of the superintendent of the LEA.

Modification of the second stipulation:

2. That by September 1, 2007, the Fresno Unified School District BTSA Induction Program provide evidence of clear and effective program leadership under the direct supervision of the superintendent of the LEA pursuant to Induction Standards 1, 2, 5, and 10 of the BTSA Induction program.

The additional stipulation recommended by Commission staff:

7. That the Fresno Unified School District BTSA Induction Program provide evidence that the program's selection process is followed in selecting all consulting teachers (support providers) and that consulting teachers receive all training as described in the program document.

Staff also recommends that the Commission direct the COA to monitor the FUSD BTSA Induction program's efforts in meeting all the stipulations.

The BTSA State Leadership Team will report to the COA at each meeting on the progress the Fresno Unified BTSA Induction Program has made since the last meeting. The COA will report on Fresno Unified School District BTSA Induction Program's progress toward meeting the Induction Standards to the Commission during the 2007-08 year.

Appendix A

Fresno Unified BTSA Induction Program Review Report Summary

Fresno Unified BTSA Induction Program Review Team Report Summary	
Standard 1	The program does not meet any of Standard One: <i>Sponsorship, Administration, and Leadership</i>
Standard 2	The program does not meet any of Standard Two: <i>Resources</i>
Standard 3	<p>The program meets the following portion(s) of Standard Three: <i>Professional Development Providers</i></p> <p>Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.</p>
Standard 4	The program does not meet any of Standard Four: <i>Evaluation</i>
Standard 5	The program does not meet any of Standard Five: <i>Articulation with Professional Teacher Preparation Programs</i>
Standard 6	<p>The program meets the following portion(s) of Standard Six: <i>Advice and Assistance</i></p> <p>6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.</p>
Standard 7	The program does not meet the following portion(s) of Standard Seven: <i>Coordination and Communication</i>
Standard 8	The program does not meet any of Standard Eight: <i>Support Provider Selection and Assignment</i>
Standard 9	<p>The program meets the following portion(s) of Standard Nine: <i>Support Provider Professional Development</i></p> <p>Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers.</p> <p>9(c) The program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.</p> <p>9(d) Support providers have time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.</p>
Standard 10	<i>The program meets the following portion(s) of Standard Ten: Program Design</i>
Standard 11	The program does not meet any of Standard Eleven: <i>Roles and Responsibilities of K-12 Organizations</i>
Standard 12	The program meets the following portion(s) of Standard Twelve: <i>Professional</i>

Fresno Unified BTSA Induction Program Review Team Report Summary	
	<p><i>Development Based on an Individual Induction Plan</i></p> <p>Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the California Standards for the Teaching Profession (CSTP) in relation to the State-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.</p> <p>12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C.</p>
Standard 13	<p>The program meets the following portion(s) of Standard Thirteen: <i>Formative Assessment Systems for Participating Teachers</i></p> <p>Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of The California Standards for the Teaching Profession (CSTP) and in relation to the state-adopted academic content standards and performance levels for students. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria.</p> <p>13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of The California Standards for the Teaching Profession and the State adopted academic content standards and performance levels for students in the context of their teaching assignments.</p> <p>13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the CSTP. Multiple measures include observation, the process of inquiry, and analyzing student work products.</p> <p>13(f) The formative assessment system is characterized by:</p> <ul style="list-style-type: none"> (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the CSTP; (ii) CSTP element-specific criteria used to make professional judgments about teaching evidence;

Fresno Unified BTSA Induction Program Review Team Report Summary	
	<p>(iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students; and</p> <p>(iv) A reflective process based on the CSTP that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.</p>
Standard 14	The program does not meet any of Standard Fourteen: <i>Completion of the Professional Teacher Induction Program</i>
Standard 15	<p>The program meets all of Standard Fifteen: <i>K-12 Core Academic Content and Subject Specific Pedagogy</i></p> <p>Each participating teacher grows and improves in his/her ability to reflect on and apply The California Standards for the Teaching Profession, beyond what was demonstrated for the preliminary credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.</p> <p>15(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with <i>The California Standards for the Teaching Profession</i> and beyond what was demonstrated for the preliminary credential.</p> <p>15(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).</p> <p>15(c) Each participating teacher communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.</p> <p>15(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).</p> <p>15(e) Each participating teacher demonstrates the ability to plan and deliver</p>

Fresno Unified BTSA Induction Program Review Team Report Summary	
	<p>standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.</p> <p>15(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.</p> <p>15(g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.</p> <p>15(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.</p>
Standard 16	<p>The program meets the following portion(s) of Standard Sixteen: <i>Using Technology to Support Student Learning</i></p> <p>Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society.</p> <p>16(a) Each participating teacher communicates through a variety of electronic media.</p> <p>16(b) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology - enhanced curriculum.</p> <p>16(c) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.</p> <p>16(e) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.</p>
Standard 17	<p>The program meets the following portion(s) of Standard Seventeen: <i>Supporting Equity, Diversity, and Access to the Core Curriculum</i></p> <p>In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students.</p> <p>Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California</p>

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	<p>society, including differences in socio-economic status. The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1.</p> <p>17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.</p> <p>17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.</p> <p>17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.</p>
Standard 18	<p>The program does not meet the following portion(s) of Standard Eighteen: <i>Creating a Supportive and Healthy Environment for Student Learning</i></p>
Standard 19	<p>The program meets the following portion(s) of Standard Nineteen: <i>Teaching English Learners</i></p> <p>In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.</p> <p>19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.</p> <p>19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.</p> <p>19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.</p>

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	19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
Standard 20	<p>The program meets the following portion(s) of Standard Twenty: <i>Teaching Special Populations</i></p> <p>Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels.</p> <p>20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.</p> <p>20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.</p> <p>20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.</p> <p>20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.</p>